

Review of Pupil Premium Grant Sept 2014-July 2015

Pupil Premium Grant (PPG) was funded in 2014/2015 according to the number of children in the following categories:

- * Free School Meals
- * Ever 6 (A pupil who is not currently eligible for free school meals but has qualified for FSM at any time in the last 6 years.)
- * CIC (children in care of the local authority)
- * Forces Children (a pupil of a serving member of the armed forces)
- * Ever 3 Service child (a pupil who was eligible for the service premium in either 2011 – 2012 or 2012 – 2013 but is not recorded as a service child on the January 2014 census)

The governors at St Columb Minor Academy also recognise that not all pupils who are socially disadvantaged are registered or qualified for FSM. The governors reserve the right to allocate the PPG to support any pupil or group of pupils that the academy has legitimately recognised as being socially disadvantaged. We do, in addition, support the funding of many interventions / support programmes from the Academy's main budget from which all children benefit.

It is also worth noting that many pupils who qualify for the PPG fall into more than one vulnerable group. Therefore, our pupils may benefit from a range of provision to meet their needs.

Number Of Pupils and Pupil Premium Grant Received	
Total number Of Pupils On Roll (as at January 2014)	538
Total number of Pupils eligible for PPG	141
Amount of PPG received for FSM	£1,300 Per pupil
Amount of PPG received for Ever 6	£1,300 Per pupil
Amount of PPG received for Forces	£300 per pupil
Amount of PPG received for CIC	£900
Total amount of PPG received	£134,296

Interventions and costings Academic Year 2014 - 2015	
Care Team	£ 10,407
Parent Support Advisor	£5,002
Behaviour Support	£7870
1:1 tutor support	£11,412
1:1 tutor support for CIC	£1,245
General TA support	£85,946
1:1 speech and language + SALT	£7,631
Freshstart	£827
Rapid reads	£1304
Induction tutor time	£790
Service children provision.	£800
Response To Intervention (training costs+ delivery)	£22506
Y6 Booster programme	£1,300
Cool milk provision	£565
Subsidising camps	£400
Training courses related to pupil premium	£2,000
SUB TOTAL	£160,005
Pupil premium allocation received	£134,296
Budget allocation from the academy's main budget	£25,709

There follows a short analysis of the interventions used and their impact in terms of the educational achievement / attainment by the children, through the 2014/15 academic year.

Induction of Forces Families

At St Columb Minor Academy, in the year 2014 – 2015 we had children from Forces families that made up 7% of our school population. We provide an induction tutor for these children to facilitate a smooth transition from their previous setting and to ensure that they continue to make the expected progress in their learning. In addition to this, we provided the children with a dedicated after school opportunity which allowed them to work with other children in service families and allowed the parents to meet and network. In 2014-2014, 37 pupils qualified for pupil premium funding as Forces children. These children ranged from FS to Year 6.

100% of the Forces children in FS made good progress from their baseline scores. 66% achieved a good level of development. the 33% who did not had recognised learning needs and were well supported which is why they made good progress overall.

Forces children in Year 1:

- 100% of forces children were in line with end of year expectations in maths. 33% were above the expected level.
- 83% of these children were in line with end of year expectations for reading. 33% were exceeding expectations.
- 83% of Forces children were in line with end of year expectations in writing. 33% were exceeding end of year expectations.

Forces children in Year 2:

- 100% of Forces children were in line with end of year expectations in maths. 80% were above the expected level. 83% of these children made the expected progress in maths, of which 17% made better than expected progress.
- 100% of these children were in line with end of year expectations for reading. 60% were above the expected level. 83% of these children made the expected progress in reading.
- 100% of Forces children were in line with end of year expectations in writing. 40% of these children were above the expected level. 66% made the expected progress in writing.

Forces children in Year 3:

- 25% of Forces children were in line with end of year expectations in maths.
- 50% of Forces children were in line with end of year expectations in reading.
- 50% of Forces children were in line with end of year expectations in writing. 25% were above the expected level.

Forces children in Year 4:

- 40% of Forces children were in line with end of year expectations in maths.
- 70% of Forces children were in line with end of year expectations in reading. 40% of these children exceeded the expected progress in reading.
- 60% of Forces children were in line with end of year expectations in writing. 20% of these children exceeded the expected progress in writing.

Forces children in Year 5: (66% of the forces children in this cohort have an identified Special Educational Need which represents an additional barrier to learning)

- 33% of Forces children were in line with end of year expectations in maths. 33% of these children exceeded the expected progress in maths.
- 33% of Forces children were in line with end of year expectations in reading
- All of these Forces children below end of year expectations in writing.

Forces children in Year 6: (33% of the forces children in this cohort have an identified Special Educational Need which represents an additional barrier to learning.)

- 33% of Forces children were in line with end of year expectations in maths. 33% were above the expected level. 33% of these children exceeded the expected progress in maths with 33% making better than expected progress. **33% of these children made more than 2 levels progress in maths.**
- 66% of Forces children were in line with end of year expectations in reading. 33% of these children exceeded the expected progress in reading. **66% of these children made more than 2 levels progress in reading.**
- 100% of Forces children were in line with end of year expectations in writing. 100% made better than expected progress in writing. **100% of these children made more than 2 levels progress in writing.**

The club was well attended by “families” of service children. They participated in activities that allowed them to address the issues surrounding their unique mobility profile. 5 of these children made good preparations for transition to new schools due to re-posting by their parents. Whilst this cannot be measured, anecdotal evidence supports their smooth transition which supports their continued achievement and progress. These children also worked together to design and create a special garden as a retreat for other children in the future. This won second prize in the Newquay in Bloom competition 2015 which was a real achievement.

Judgement – Good Impact. This support will continue next year.

Support for CIC:

In 2014 - 2015, we had a very small number of children who qualified for pupil premium as CIC. These children received 1:1 tuition for Literacy and some of these children received support for additional activities which promoted self-esteem and enabled children to develop positive attitudes to learning, thereby maximising their attainment. These children are enabled to make good progress over the year in Reading, Writing and Maths.

Judgement – Good impact. This support will continue next year.

General TA Support

All children benefit from having another adult in the classroom during the morning sessions where the focus is on the core areas of the curriculum. This enables children to receive support to further their learning through carefully planned and delivered guided work and through some intervention group work. This year we decided to invest in an extra hour of TA support in all classes from Y1 – Y6 to enable interventions to be delivered in addition to the core lessons of English and Maths.

Year 2 – Key Stage 1 results

At the end of KS1, children need to be working within level 2 or above to be in line with national expectations. We are pleased with this years results:

	<u>Level 2 and above</u>	<u>Level 3</u>
Maths	85% (last year 93%)	30 % (last year 36%)
Reading	88% (last year 83%)	37% (last year 34%)
Writing	80% (last year 86%)	11% (last year 18%)

This shows that for the cohort overall in **Maths**, we have dipped slightly at at level 2+ and level 3+. In **reading**, we have slightly increased the number of children achieving level 2+ and have maintained a steady picture at level 3+. However, in **writing**, we have seen a decrease in the % of children achieving at level 2+ and at level 3.

Comparison of PP children with the rest of the cohort. (PP children were 32% of the cohort)

In our analysis, **we include all children** who come under the pupil premium umbrella as we support all of them in the provision we make.

	Maths		Writing		Reading	
	Lv2+	Lv3	Lv2+	Lv3	Lv2+	Lv3
Cohort	85%	30%	80%	11%	88%	37%
PP group	97%	35%	79%	7%	90%	24%
Non PP group	95%	32%	83%	14%	86%	42%

There is no gap in the % of PP children achieving level 2 in maths compared to the non PP children. Indeed, they do slightly better at level 3. In writing, there is a gap between the PP group and the non PP group at both level 2 and level 3. This will need to be a focus through data conferencing over the coming year and in the targeting of interventions. In reading, the PP group do slightly better at level 2 but there is a significant gap at level 3. Again, this will need to be addressed through targeted intervention.

Year 6 – Key stage 2 results

In line with last year's assessments, Maths and Reading have been marked externally and Writing has been teacher assessed. At the end of KS2, children need to be working within level 4 or above to be in line with national expectations.

	<u>Level 4 and above</u>	<u>Level 5</u>
Maths	73% (last year 82%)	40 % (last year 45%)
Reading	88 % (last year 87%)	47% (last year 34%)
Writing (TA)	90% (last year 87%)	37% (last year 22%)
SPAG	80% (last year 62%)	48% (last year 36%)

We saw a dip in the % at level 4+ and 5+ in Maths this year. However, we maintained a steady picture at level 4+ in reading with an increase in the number of children achieving level 5+. In writing, we have increased the overall % of children achieving level 4 and level 5 which is pleasing. We are particularly pleased with the increase in the % of children achieving level 4 and level 5 in SPAG – this is the result of very carefully targeted teaching.

Comparison of PP children with the rest of the cohort. (PP children were 25% of the cohort)

Again, in this analysis, we include all children who come under the pupil premium umbrella as we support all of them in the provision we make.

	Maths				Writing (TA)			Reading			
	L3+	L4+	L5+	L6	L3+	L4+	L5+	L3+	L4+	L5+	L6
cohort	98%	73%	40%	7%	98%	88%	37%	98%	88%	47%	0%
PP	100%	50%	25%	13%	12%	88%	31%	12%	88%	56%	0%
Non PP	97%	81%	45%	2%	10%	87%	36%	7%	90%	43%	0%

- In Maths there is a greater % of non PP children at level 4 and 5.
- There is little difference in the number of children at level 4 and 5 in writing.
- In reading, there is little difference in the number of children achieving level 4 but there is a greater 5 of PP children achieving level 5.
- During the academic year 2014 - 2015 there will be a focus on raising the % of PP children achieving Level 5 in Maths.

Comparison of levels progress – PP compared to the cohort

Writing

	2 levels (expected progress)	3 levels (more than expected)
cohort	98%	36%
PP	93%	50%

Reading

	2 levels (expected progress)	3 levels (more than expected)
cohort	98%	31%
PP	93%	43%

Maths

	2 levels (expected progress)	3 levels (more than expected)
cohort	90%	26%
PP	71%	21%

- It can be seen that the expected level progress by the PP children is almost in line with the non PP children. In reading and writing the % of PP children making better than expected progress is significantly higher.
- However, there is a gap between the PP children and the non PP children in terms of expected and more than expected progress. This reflects the overall Maths picture in KS2 tests this year.

It is very difficult to quantify the impact of additional adults in the classroom. However, lesson observation evidence makes it very clear that the quality of teaching is improved where teaching assistants make a **significant contribution** through carefully planned, well targeted group and individual work that is supported by effective questioning that deepens and widens knowledge and understanding.

Judgement – Good impact. Teaching assistant support will continue next year.

Parent Support Assistants

In 2014 - 2015, we employed 1 parent support advisor across the year. In that time 15 families were provided with support. This does not include families who may have called an open help line. The types of support has been varied from telephone conversations and attending meetings (attendance surgeries and SEN Parent Support group) to spending lengthy periods on a weekly and fortnightly basis with the parents of the children.

The provision has been:

- emotional support re. separating families, challenging behaviour
- support for setting of boundaries and behaviour strategies
- understanding the SEN processes
- supporting families with getting children to school

- signposting to support for transport, housing, mental health, domestic violence, young carers,
- passing on information to social care and locality teams
- providing information about parenting classes and SEN support, special activities for SEN children and their families
- support to complete forms relating to DLA
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The anecdotal evidence shows that the impact of this support has been:

- better communication
- improved attendance
- improved emotional/economic states of children
- improved behaviour in school and at home.

It has also ensured parents are aware of expectations of the school and access to appropriate support. This support has been valued by all the families involved

Judgement – Good impact. This will continue next year.

1:1 Tutor Support

In 2014 - 2015, 15 Year 6 children received support through 1:1 tuition for writing. Of these, 3 only had intervention for 7 weeks. 4 Year 6 children received 1:1 tuition for maths for 9 weeks. These children are identified as those who require some extra support to achieve their expected attainment both within the current academic year and across the key stage. The children received direct teaching in Maths or Writing that is aimed at moving them quickly into the next sub level in writing, reading and/or maths.

Maths 1:1 tuition

- 50% made 2 sub levels progress in maths
- 50 % made 2 levels progress from the end of KS1 to the end of KS2.

This reflects the overall picture of maths attainment across this year group this year.

Writing 1:1 tuition:

- 7% made 1 sub levels progress in writing
- 7% made 2 sub levels progress in writing
- 33% made 3 sub levels progress in writing
- 33% made 5 sub levels progress in writing
- 7% made 1 sub level progress from the end of KS1 to the end of KS2
- 53% made 2 levels progress from the end of KS1 to the end of KS2.
- 20% made 3 levels progress from the end of KS1 to the end of KS2.

The role of the 1:1 tutor enhances and accelerates the progress the children would normally make in their own classes.

In addition to this, 1:1 support was provided for CIC children and a child who had missed a lot of school during to continued illness. These children made good progress in maths and writing.

Judgement – Outstanding impact. This support will continue next year.

1:1 TA Support

This support comprises of teams of teaching assistants who aid the class teacher and SENCO to plan, deliver and assess specific support to individuals who have been identified either by the County, (statemented children) in line with their statement objectives, or the school in partnership with other professionals.

The individual support for these children provides:

- access to an individualised curriculum
- support and practise of/for communication skills
- development of skills to integrate appropriately with peers and access the building safely
- careful identification of learning achieved and next steps proactively planned for.
- In some cases it enabled them to receive the essential medical care including physiotherapy and monitoring of diabetes.
- close communication with professionals and parents as a direct result of individual provision.

During the 2014 - 2015 period there were 4 children with statements. Most of these children have made progress over time in maths, writing and reading.

The school identified a further 7 children who needed individual part or full time 1:1 support for a range of needs. These children were in years 1 -6 and their level of need varied from medical to behaviour to complex learning needs.

Most of the 7 children receiving support identified by the school made progress over time in the areas of maths, reading and writing.

Judgement – Good impact. This will continue next year.

Care Team:

This support was first introduced 3 years ago. Over time it has become more necessary to provide this support due to the ever increasing number of children that we have in school with complex medical needs. These needs require medical support across the day and these children have often had lengthy stays in hospital across the year. Without this support, these children would not be able to access school successfully on a daily basis.

All of these children made the expected progress across the year as they were able to attend school regularly and maintain medical plans and physio programs.

Judgement – Good impact. This support will continue next year.

Behaviour Support Team:

This support has been used for the last 2 years to enable a small number of children to access the curriculum due to their challenging behaviour. The support allowed them to integrate successfully with peers and allowed other children to maximise their own learning without interruption. In addition to this, strategies were given to class teachers and TA's to continue the support for these children once they returned to class. The individual support for these children provided:

- access to an individualised curriculum in a dedicated teaching space when necessary
- support and practise of/for communication skills to verbalise emotions
- development of social skills to integrate appropriately with peers and access the building safely
- careful identification of learning achieved and next steps proactively planned for.
- close communication with professionals and parents as a direct result of individual provision.

All of these children have successfully re-integrated into their peer groups and with continued support are making progress in their learning.

Judgement – Good impact. This support will continue next year

Speech and Language support (1:1):

In 2014 – 2015, the number of children receiving this support was significantly reduced, particularly in the Summer Term. Where the children did receive support (from Foundation Stage – Year 6), the provision involved specific speech therapy which was directed by the SAL therapist. It also included referrals to the SAL therapist and therefore assessments and observations of other children during the year.

Children attending this type of support would be expected to develop their communication skills and therefore make progress **“across the board” in maths and literacy.**

Many of these children also receive other targeted teaching and interventions which have an impact on their attainment and progress. This support is invaluable in allowing them access to other areas of the curriculum.

Judgement – Satisfactory impact. This support will continue in the Autumn Term where it is planned to extend the provision. This will be evaluated for better than satisfactory impact.

Rapid Reads

In 2014 - 2015, 8 children in Year 3 received this intervention. They had support for the use of a range of reading strategies, use of phonics and developing comprehension skills.

All of the children made expected progress from their starting points. They also had an increase in confidence which contributed to the progress they made.

Judgement: Good impact: This will continue and be extended into Y4

Freshstart

In 2014 - 2015, 7 children in Year 5 had Freshstart intervention. This was small group intervention for pupils working below expected levels at the end of year 4. It focuses on the use of phonics and sound blending to access a text and the development of comprehension skills.

86% of the group made better than expected progress with 14% making the equivalent of 2 years progress or more across the year. As a group they had a progress score of 4 pts compared to the rest of the cohort progress score of 2.5 pts.

Judgement: Good impact. This support will continue next year

Response To Intervention

This was a new intervention that was trialled in Y5. It was part of a research project for CUREE to explore a range of interventions to evaluate their impact. The evidence for this would feed into the work by the Education Endowment Fund (who provide data for the Sutton Trust Toolkit). Again, this intervention focused on developing children’s reading and comprehension skills.

The provision was varied. Some was 1:1, some involved paired work and some involved group work. The intervention done outside of the classroom was then supported in the classroom by the class teacher in a guided reading session where children were expected to apply the skills they were learning.

Reading results					
	Sub level	APS	Progress during Y5	Progress during the intervention	Progress across the Key Stage
Cohort (non RTI)	4b+	27.6	+2.4	+1	+11.2
RTI	3c+	19.6	+3.3	+1.8	+11.2

This evidences that the RTI children made almost twice the progress of the rest of the cohort during the intervention period. This enabled these children to make comparable progress across the key stage (and better in year progress) even though their starting point and APS is lower than the rest of the cohort.

Judgement: Outstanding impact. This will be used again next year

Year 6 Booster programme.

Last year we invested in a booster programme that released a Y6 class teacher for 1 hour a day to focus on specific intervention for children who were moving from level 4 to 5 in Maths and writing. If we look again at the end of KS2 data with a focus on Lv5, it is evident that we were able to increase the % of children attaining at this level in maths, reading and writing:

Level 5

Maths 40 % (last year 45%)

Reading 47% (last year 34%)

Writing (TA) 37% (last year 22%)

Judgement: Outstanding impact. This will be used again next year.

Planned provision for 2015 - 2016

Following the 2014 – 2015 academic year we evaluated the impact of all support/ interventions to determine impact and value for money.

Provision	Judgement Of Impact	Next steps
Induction Of Forces Families	Good Impact.	This support will continue next year.
CIC support	Good impact.	This support will continue next year.
General TA Support	Good impact.	Teaching assistant support will continue next year.

1:1 tuition	Outstanding impact.	This support will continue next year.
1:1 TA support	Good impact.	This will continue next year.
Speech and Language	Satisfactory impact	This will continue next year but will be closely monitored for continuity of provision and impact during the Autumn Term.
Parent Support Advisor	Good impact.	This will continue next year.
Care Team	Good impact.	This support will continue next year.
Behaviour support team	Good impact.	This support will continue next year
Rapid reads	Good impact	This will continue in Y3 and Y4
Freshstart	Good impact.	This support will continue next year
Response To Intervention	Outstanding impact	This support will continue next year
Year 6 Booster	Outstanding impact	This support will continue next year

As a school, we are pleased with the strategies that we have employed to support our children with a diverse range of learning support. Sometimes the impact is not a quantifiable measure and therefore we need to evaluate closely the added value that any intervention has.

We have identified where gaps do exist in attainment and progress and through half termly data conferencing we are addressing these and next steps forward. We are particularly pleased with the impact of the RTI intervention and will look to utilise that more widely across the school next year.